



Walwayne Court School

Inspection Report

Unique Reference Number 126289
Local Authority Wiltshire
Inspection number 293509
Inspection dates 13–14 December 2006
Reporting inspector Faysal Mikdadi

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Brook Road
School category	Community		Trowbridge
Age range of pupils	5–11		BA14 9DU
Gender of pupils	Mixed	Telephone number	01225 776886
Number on roll (school)	276	Fax number	01225 776885
Appropriate authority	The governing body	Chair	J Vanderpump
		Headteacher	R Brown
Date of previous school inspection	18 June 2001		

Age group	Inspection dates	Inspection number
5–11	13–14 December 2006	293509

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Walwayne Court is an averaged sized school. Pupils are mostly White British although an increasing number of minority ethnic children have joined the school over the last few years. There are fewer pupils with learning difficulties and disabilities than the national average. A very small number speak a language other than English at home but they do not need any extra English support.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Walwayne Court is a good school. This is confirmed by parents who speak well of its work. One parent's opinion is typical: 'Walwayne has a happy and safe feel to it and my child loves coming to school every day'. The school is successful because leadership and management are good. The headteacher, aided by committed staff and supportive governors, provides good leadership. Everyone shares a common vision focusing on each pupil, and systems for the care, guidance and support of pupils are effective. As a result, pupils' personal development is good and pupils say that they enjoy school. They have many opportunities to take on responsibilities such as taking care of younger children and to take part in many enrichment activities. There is a happy, healthy and safe learning environment which parents refer to as being a major strength. As a result, the school has a good capacity for further improvement.

There are good procedures which ensure that everyone knows what the school does well and what it needs to do to improve further. As a consequence, improvements since the last inspection have been good. Last year's determined push to raise standards resulted in significant improvements in the 2006 test results for pupils in Years 2 and 6. Standards are currently above those expected nationally which would indicate that the improvements made in 2006 are likely to be sustained. The school recognises current weaknesses in boys' writing. They often make errors in their writing and many find it difficult to write extended pieces.

Standards have improved and pupils achieve well because of the good teaching. In the Reception year children make good progress, especially in their language and communication skills.

The curriculum is satisfactory overall. Currently, all pupils receive a broad and balanced curriculum which is well supplemented by a good enrichment programme. However, there are insufficient opportunities for educating pupils for a culturally diverse society.

What the school should do to improve further

- Raise standards and achievement further in writing by helping boys to write more accurately and, when needed, at some length.
- Ensure that British cultural diversity is reflected in the pupils' curriculum as it is in other aspects of the school's work.

Achievement and standards

Grade: 2

Because of good teaching and effective checks on pupils' progress, all pupils achieve well. The result is that whenever a weakness is identified it is dealt with effectively. Many children begin Reception with below average language skills. The focus on developing these skills ensures that they make good progress. Many are in line to achieve the goals expected of them. Once pupils are in Year 1, this improvement is built on so that they continue to make good progress. Consequently, the end of Year

2 results have improved significantly in reading, writing and mathematics and standards are now above those expected nationally.

The Year 6 test results have improved, particularly in mathematics and science in 2006 because of the strong focus on raising standards. Current standards, which are above average, indicate that pupils are well on the way to gaining the results predicted for them.

Despite the improvement in writing skills seen in 2006, boys' writing is still a relative weakness. Boys are still reluctant to write extended pieces and many are not yet fully competent in maintaining grammatical accuracy. Pupils with learning difficulties and disabilities make good progress because they are monitored regularly and because they are well supported using their individual educational plans (IEPs).

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They are proud of their school, enjoy learning and are keen to take part in activities. Their spiritual development shows well in their eagerness to take part in assemblies, high quality art work and the appreciation of others' views in discussions. They have a good understanding of British culture although the school acknowledges that their understanding of other cultures is insufficiently developed.

Behaviour in lessons and around school is good and often excellent. Pupils' good work habits and good basic skills promise well for their future progress. They make a good contribution to the smooth running of the school by taking on challenging responsibilities. Lunchtimes are a delight, with older pupils setting the example for younger pupils on their assigned table. Pupils have a good understanding of healthy lifestyles and play energetically but responsibly together. Attendance continues to be well above average and there have been no recent exclusions.

Quality of provision

Teaching and learning

Grade: 2

Good quality teaching enables pupils to achieve well and to make good progress. Teachers successfully help pupils develop their personal and social skills. Children in the Reception year benefit from a range of exciting activities, including purposeful play, and there is an appropriate balance of teacher led activities and those chosen by children.

All classrooms have a good learning atmosphere with pupils engaged in a variety of good and purposeful activities which they say that they enjoy. Assessment is well focused on targets set for each pupil so that each of them knows what needs to be done in order to improve further. Pupils are clearly used to classroom routines and these, along with teachers' high expectations and effective support given by teaching

assistants, encourage good learning. Teachers, though, do not always make sure that pupils are given written tasks that match their individual capabilities with the result that some pupils, especially some boys, are still relatively behind in their writing.

Curriculum and other activities

Grade: 3

The curriculum meets the needs of pupils. It is enriched by a good range of visitors, educational visits, extra-curricular activities and links with the local secondary school. These contribute much to the pupils' personal development and positive attitudes. Reception children enjoy an interesting range of activities although the provision for outdoor play is only satisfactory. It is improving because of the new opportunities for structured play. There is a good focus throughout the school on developing basic skills. The school is sensibly developing links between subjects to make learning more meaningful. The provision for information and communication technology (ICT) has improved as pupils now have more hands on experience. The curriculum, however, does not offer sufficient opportunities for pupils to learn about British cultural diversity.

Care, guidance and support

Grade: 2

The school's strong community spirit is a strength. Staff are good role models in their caring and encouraging relationships with pupils. Child protection procedures are well understood and all statutory checks are in place. Clear routines and expectations ensure that pupils feel secure and enjoy learning. Induction procedures ensure that children are well prepared for school. Pupils are encouraged to do their best and their successes are warmly praised. As a result, pupils feel safe and valued. Assessment procedures have developed well, particularly for English and mathematics, and are now good. Pupils' progress is carefully and frequently checked in detail and pupils know their targets. These regular checks produce good quality information that is used to set clearly focused targets for each pupil. It also ensures that those needing extra help are identified early and helped effectively. Pupils with learning difficulties and disabilities are well cared for. Their parents are kept fully informed of their progress and outside agencies are properly involved in providing specialist support where needed.

Leadership and management

Grade: 2

The headteacher's leadership is highly regarded by staff and parents. One parent's view reflects the kind of comments made by parents about the headteacher: 'He really understands the educational and emotional needs of children and communicates very well with them. This attitude transfers itself to all of his teaching team'. Indeed, the word 'team' used here reflects the way that the school works. Everyone appears united in one aim, to do the best that they can for each child. The result has been a clear

recognition of what areas need to be improved, higher standards and the creation of a happy learning environment.

Planning is effective in making sure that improvements take place. For example, in planning the school's programme of checking and evaluating how well it is doing, careful attention is given to the targets for improvement agreed with each teacher. Consequently, the support given to teachers is well focused on individual needs. Teachers speak highly of the help and guidance that they receive. Subject coordinators make a good contribution to these improvements. For example, last year the school identified the need to help pupils achieve higher levels in reading. The action taken has produced higher standards. Although writing and the education of pupils for a culturally diverse society are still relative weaknesses, the school is well placed to continue to make the improvements required.

The senior team works closely with the governors, the local authority and parents whose views of the school are overwhelmingly positive. Governors know what the school does well and where it needs to improve. They offer good support and challenge. Consequently, governance is good.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making us feel so welcome when we visited your school. We appreciated your help in telling us so much about your work and about the school. We agree with both yourselves and your parents when you say that Walwayne Court is a good school.

Here are some of the things that make your school good:

- You make good progress and the standards of your work have improved a lot.
- You behave well around the school and you are friendly as well as kind to each other.
- You enjoy coming to school and you like your teachers.
- You are well taught.
- Adults in the school look after you and care for you well which makes you feel safe and happy coming to school.
- The headteacher and others work hard to make your school even better.
- Your parents say that they are happy with the work that your teachers do with you and with the way that they tell them about your work.

We asked your school to do the following two things in order to make it even better than it is now:

- Help boys with their writing so that they are able to write in more detail with fewer mistakes.
- Teach you about the different ways that people from different cultures live and work.

Once more, thank you very much for your help. Thank you also for the wonderful Christmas performance, which we all enjoyed very much. We wish you all the very best for the future.